

Unit 2 Comprehensive Health/Physical Education, Gr. 4

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 4

Belleville Board of Education

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Unit Overview

PE

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

Health

Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.4.A	Personal Growth and Development
HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
HPE.2.2.4	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

HPE.2.2.4.A	Interpersonal Communication
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.4.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.2.4.C	Character Development
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
HPE.2.2.4.C.CS1	Personal core ethical values impact the health of oneself and others.
HPE.2.2.4.C.CS2	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
HPE.2.3.4	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.4.A	Medicines
HPE.2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
HPE.2.3.4.A.2	Determine possible side effects of common types of medicines.
HPE.2.3.4.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.4.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
HPE.2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
HPE.2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
HPE.2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
HPE.2.3.4.C	Dependency/Addiction and Treatment
HPE.2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
HPE.2.3.4.C.2	Differentiate between drug use, abuse, and misuse.

HPE.2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
HPE.2.3.4.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A	Movement Skills and Concepts
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Exit Skills

PE

- Key Terms – *offensive strategies, defensive strategies, cooperative strategies, sportsmanship, dribble, trap, handball, throw-in, goal kick, corner kick, goalie, goalie box, free kick.*
- How to describe and demonstrate the use of offensive, defensive, and cooperative strategies.
- The roles of responsibilities of participants and observers and recommend strategies to improve behaviors, participation, and enjoyment.
- General and specific activity rules, describe how they enhance participation and safety, and follow them during activities.

Health

- Determine how an individual's character develops over time and impacts personal health.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Identify health services and resources provided in the school and community addressing health needs and emergencies.

Enduring Understanding

PE

- There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise. Setting goals are important to achieving fitness

Health

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

Essential Questions

PE

Are game strategies necessary for success?

- Does behavior impact participation and/or performance?
- Does demonstrating good sportsmanship make you less competitive?
- Are rules necessary in activity settings?
- What if there were no activity rules?
- How can soccer improve a cardiovascular endurance?

Health

- Why is community involvement important to one's wellness?
- How do you know when you need help?
- Is it important to learn how to resolve conflict?
- What's more important: prevention or cure?

Learning Objectives

PE

- Discuss the physical, social, and emotional benefits of regular physical activity.
- Describe how body systems respond to vigorous exercise.
- Discuss factors such as heredity, training, and diet that influence fitness.
- Describe how technology has improved fitness activities.
- Discuss the importance of regular physical activity.

- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Maintain continuous aerobic activity for a specified time period.
- Monitor physiological responses before, during, and after exercise.
- Demonstrate age and gender-specific progress towards improving each component of fitness.
- Demonstrate safe and appropriate techniques while engaging in fitness activities.

Health

- Explain how character and core ethical values can be useful in addressing challenging situations.
- Appraise the goals of various communities of service-organization initiatives to determine opportunities for volunteer service.
- Determine the validity and reliability of different types of health resources.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Assortment of Physical Education equipment
- Teacher web-based search engines
- Audio/visual equipment

www.pecentral.org

<http://www.pbs.org/wgbh/rxforsurvival/>

http://www.usaid.gov/our_work/global_health/

<http://www.worldhealthnews.harvard.edu/>

http://www.youtube.com/watch?v=ul5czcO_PVA

<http://www.worldaidscampaign.org/>

<http://www.unaids.org/en/default.asp>

<http://www.who.int/en/>

<http://www.cdc.gov/>

<http://wwwnc.cdc.gov/travel/default.aspx>

<http://www.globalhealth.org/>

<http://www.gatesfoundation.org/global-health/pages/overview.aspx>

<http://www.clintonfoundation.org/>

<http://www.unicef.org/>

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: